

Health and Physical Education: In health and physical education, students learn about their own well-being, and that of others and society, in health-related and movement contexts.

Ideas:

- Learn about environments that best enable people to learn and work and how we can develop these.
- Experience class visits, listen to speakers, or undertake purposeful research with a focus on community-based health services, looking at the range of occupations required to meet community health needs and the skills, qualifications, and experience needed for those occupations.
- Investigate health and safety legislation, or legislation policies, and practices that relate to stereotyping, discrimination, and harassment.
- Investigate inclusion issues that affect minority groups (for example, new migrants, refugees, or people with disabilities).

Learning Languages: In learning languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

Ideas:

- Gain knowledge of potential career possibilities in the area of language, within New Zealand and internationally, through class visits, speakers who provide role models, and focused research.
- Investigate and report on careers in which knowledge of other languages is an essential tool that assists communication in different settings and that provide a social, political, or economic advantage.
- Use appropriate technologies to ask speakers of a language new to the students about career pathways and provide oral or written commentaries, in the new language, about the resulting information.
- Use career themes in oral and written work as particular topics are explored and new language is learned.

Responding To The New Zealand Curriculum (2007)

Examples of career related activities for the eight learning areas

English: In English, students study, use, and enjoy language and literature communicated orally, visually, or in writing.

Ideas:

- Produce expressive or personal writing about career experiences, such as work experience or workplace visits.
- Undertake transactional writing, such as developing a curriculum vitae or a covering letter for a job application.
- Present a role play, a video, an audiotape, or a computer-projected display about working in an industry described in a text the students have read, heard, or viewed.
- Speak about careers (for example, debating with a career focus or interviewing someone about a career, such as a writer, a character in a text, or a family member).
- Investigate an industry or career and gather and process the information for an oral presentation to the class, using a variety of presentation methods.

The Arts: In the arts, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

Ideas:

- Experience visits from performing and visual artists in order to become aware of career possibilities and to encounter role models who have made careers within the arts field.
- Be mentored by people working in creative industries.
- Combine trips to view performances or exhibitions with research on career opportunities and pathways.
- When participating in school productions or exhibitions, reflect on individual interests and skills and share observations about career opportunities in the arts.
- Use a careers theme when writing a dramatic piece for radio, television, or stage, choreographing a dance, writing a musical score, or creating a visual art work.

Mathematics and Statistics: In mathematics and statistics, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.

Ideas:

- Solve everyday mathematical problems from a range of careers.
- Identify the use of mathematics knowledge and skills in a range of careers.
- Graph and interpret local labour market information (for example, changes in the numbers in the workforce, in levels of unemployment, and in qualifications of people in the workforce).
- Survey attitudes about a career-related topic and reflect critically on the data and methods used for the survey.
- Estimate and calculate probabilities in determining life expectancy risks for the insurance companies.

Science: In science, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.

Ideas:

- Interview a worker about the impact of particular scientific developments on their work practices (for example, the impact of genetic testing on police work). Interview a worker about how science informs their daily work (for example, a vet, doctor, council environment officer, or waste water treatment worker). Interview scientists about their work.
- Visit a workplace to observe the manufacture of selected materials and take note of the different types of work involved.
- Research occupations that require the use of particular chemicals or materials (for example, interview horticulturists about how an understanding of ecology and chemicals affects their methods of pest and disease control).
- Investigate the impact of particular scientific developments on employment and business opportunities (for example, the creation of new industries as a result of the space programme).

Social Sciences: In the social sciences, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

Ideas:

- Identify and show how the cultural identity of three New Zealanders has influenced their career choices and actions.
- Gather data to identify the aspirations of family members or a school group. Through research, develop a possible career path for one of these members and show the skills needed and the decisions that the individual might need to make along the way.
- Research a range of occupations within two organisations (similar or different). Identify the roles and responsibilities for each occupation and compare them, giving possible reasons for any differences.
- Interview a range of high-profile people in the community. Identify the reasons for their choice of career and the challenges that have arisen from the choice. State possible future changes in direction.
- Identify an organisation and demonstrate how the past management or leadership structure is different to the current structure.

Technology: In technology, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.

Ideas:

- Investigate the influence and importance of technology in particular businesses, industries, or institutions.
- Research the technological knowledge, skills, and qualifications needed by those involved in particular industries.
- Identify the changes that have occurred in an industry or job as the result of new technologies.
- When producing technological solutions, explore important considerations in the world of work (for example, meeting quality standards, managing time, and using human and physical resources safely and effectively).
- Work co-operatively with community groups and business enterprises.